DOCUMENT RESUME

ED 301 701 CE 051 468

AUTHOR Edgar, S. Keith
TITLE Occupational Knowledge. Teacher Guidebook and Student Activity Book. Adult Basic Education Project REAL: Relevant Education for Adult Learners.
INSTITUTION Warren City Schools, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 58p.; For related documents, see CE 051 469-472.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Education; Adult Literacy; *Adult Students; Classroom Techniques; Definitions; Educational Resources; *Employment Interviews; *Employment Potential; High School Equivalency Programs; Job Applicants; *Job Application; *Job Search Methods; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Resumes (Personal); Teaching Methods; Test Items; Vocabulary

ABSTRACT

This packet contains both a teacher's guide and a student activity book designed to help adult students prepare to find and keep a job. Both booklets cover the following topics: preparing oneself and looking for jobs, filling out applications and other forms, writing resumes, preparing for an interview, and keeping a job. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of occupational knowledge materials, materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED3011701

Occupational Knowledge Teacher Guidebook

and Student Activity Book

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F B Walter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ADULT BASIC EDUCATION
WARREN CITY SCHOOLS
WARREN, OHIO

CE051468

BEST COPY AVAILABLE

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Project REAL: Relevant Education for Adult Learners

Occupational Knowledge Teacher Guidebook

ADULT BASIC EDUCATION

Prepared by:

S. Keith Edgar
Teacher-Specialist
Demonstration Project

Participating staff:

Kathryn A. Bedich, Teacher
Andre Camarata, Teacher
Charles H. Hahn, Teacher
Kathleen R. Sager, Educational Aide
Charlene E. Spice, Educational Aide
Dolores B. Williamson, Clerical Aide

Office of Assistance Programs . Warren City Schools . Warren, Ohio

Dr. Abe L. Hammons
Superintendent, Warren City Schools

William E. Brobst
Director, Assistance Program

Scott C. Lehman
Coordinator, Adult Basic Education

INTRODUCTION

Project REAL-Relevant Education for Adult Learners - is the outgrowth of a concern expressed by the Adult Basic Education staff of Warren, Ohio, regarding a need for competency-based materials to assist adults in developing skills for everyday living.

Through a grant by the State of Ohio from the Adult Education Act, Section 309c, a demonstration project was funded for the purpose of developing instructional materials to help disadvantaged adults function independently and cope with the needs of our society.

One major objective was to ascertain the priorities for development through a needs assessment of our local community. A local advisory committee was organized, composed of members of industry, community agencies and ABE staff and students. Based upon the input of this committee, and the recommendations of Northeast Ohio ABE Coordinators from Canton, Cleveland, Elyria, and Euclid, a project team composed of teachers and aides developed this teacher directed step-by-step guidebook to be used with adults functioning at all levels from non-reader through grade twelve. We encourage local teachers to adapt the materials and ideas contained within this guidebook to help adults develop competencies in the area of occupational knowledge.

S. Keith Edgar

ACKNOWLEDGEMENTS

This publication results from the combined efforts of the Project REAL Team with continuous input provided by the Community Advisory Committee along with the assistance of various cooperating departments of the Warren City Schools, particularly William E. Brobst, Director of Assistance Programs, and his staff. In addition, James W. Miller, Assistant Director, and George Y. Travis, Educational Consultant of the Division of Federal Assistance, Department of Education under the direction of Raymond A. Horn, were of continuing and valuable assistance in the development of this project and its related products.

Scott C. Lehman

PREPARING YOURSELF AND LOOKING FOR JOBS

Step 1. Attitude Development 1
Step 2. Development of Work Inventory 1
Step 3. Initial Search 3
Step 4. Public Employment Contacts 3
Step 5. Use of the Newspaper 3
Step 6. Additional Sources of Information 3
Step 7. Private Employment Agency 4

FILLING OUT APPLICATIONS AND OTHER FORMS

Step 1. Read Each Question Carefully 7
Step 2. Follow Directions 7
Step 3. Be Neat in Writing or Printing 7
Step 4. Complete All Questions Asked 7
Step 5. Do Not Be Afraid to Ask Questions 7
Step 6. Give Correct Information 7
Step 7. Be Familiar With Application Language and Abbreviations . . . 8

PREPARING FOR AN INTERVIEW

Step 1. Foundation 11
Step 2. "Mirror Technique" 11
Step 3. Speech Etiquette 11
Step 4. Former Employers 11
Step 5. Student's Strengths 12
Step 6. Groundwork 12
Step 7. Personal Fact Sheet 12
Step 8. Tips the Teacher Should Convey to the Applicant 12

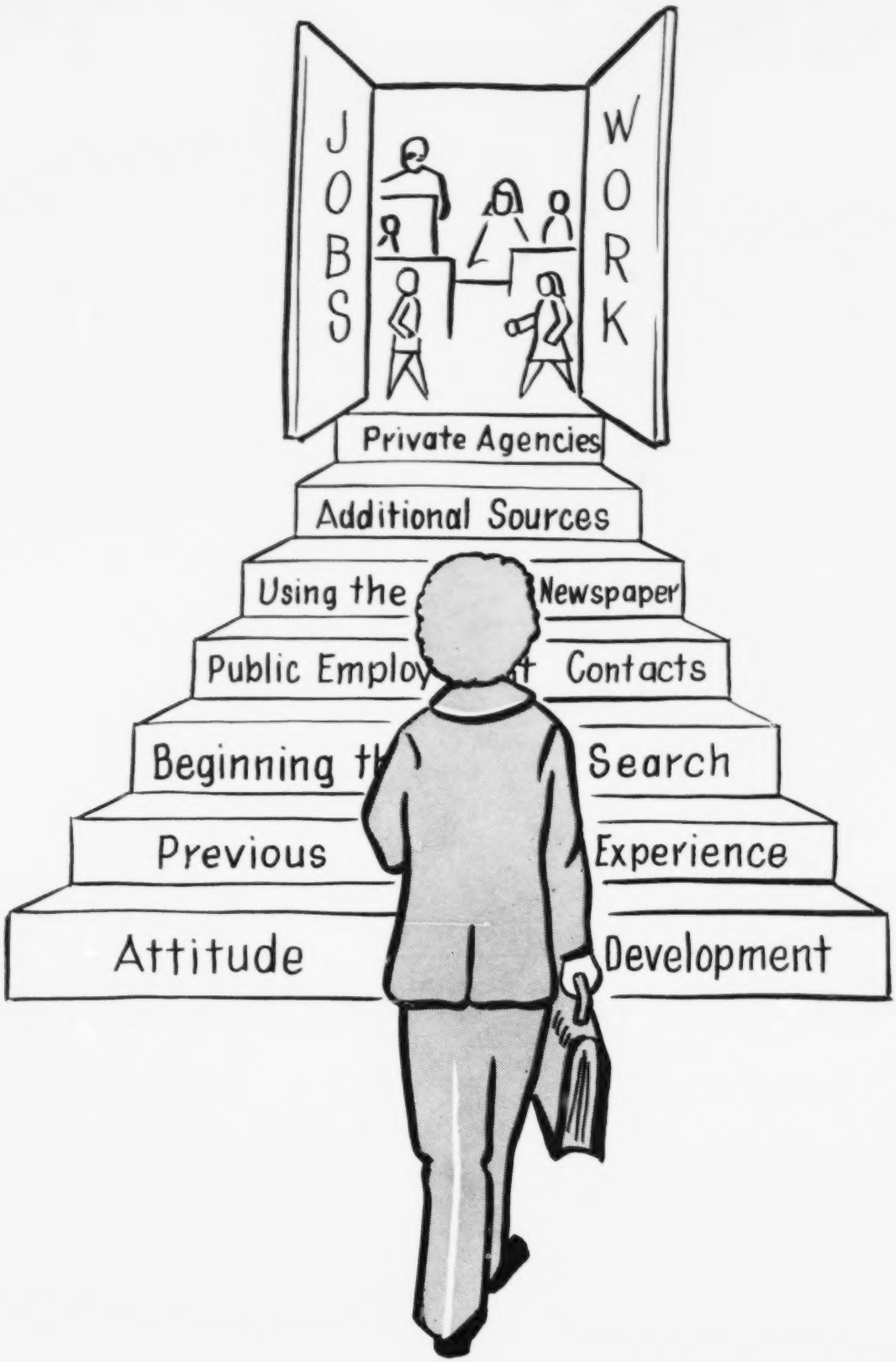
EMPLOYEE AWARENESS - HOLDING YOUR JOB

Step 1. Attitude 15
Step 2. Employment Tips 15
Step 3. General Information 15
Step 4. "Dignity of Work" 15

APPENDICES

Glossary of Terms 17
Bibliography - Occupational Knowledge Materials 19
Occupational Knowledge - Materials Grid 21
Related Sources and Projects 22

Preparing Yourself and Looking for Jobs



PREPARING YOURSELF AND LOOKING FOR JOBS

In times of high unemployment, there is no easy way to get a job; therefore, the task of job hunting becomes a challenge to the student and the teacher. The following steps do not guarantee a job, but they may assist the students in their search and tend to give them more confidence.

Step 1 - ATTITUDE DEVELOPMENT:

Attitude development is very important because the job-hunting student has probably gone through many negative situations and disappointments. In exploring the student attitude, the teacher may wish to employ the following:

1. Point out that the student is concerned about his/her future otherwise he/she wouldn't be in ABE, and that is a good sign.
2. Don't allow an attitude of defeatism; it makes wrong impressions.
3. Have the student list or tell you his/her good points so that he/she can begin to develop an attitude that he/she has some good qualities to sell his/her prospective employers.
4. The student must decide what kind of job he/she is looking for, and whether he/she will take any job for the time being, until the right one is found. This attitude will make a difference. The students should be aware that any kind of work record they can establish will be of benefit later. Also, one job can lead to another. (The public library usually carries pamphlets, etc. that describe various kinds of jobs.)
5. The teacher may wish to make use of some vocational testing services to help the students recognize job interests and qualifications.

Step 2 - DEVELOPMENT OF WORK INVENTORY:

The next step is to develop a work inventory - have the student list all previous jobs, even part-time or summer work. He/she should include employers' names and addresses, job titles, dates of employment and any special machines operated or duties performed. Strong hobbies can also be listed as some employers will consider this as work experience (for example: a person who does a great deal of personal sewing applying for a job as a seamstress).

The student may also wish to include: schooling, health condition, physical disabilities, etc. as this may have a bearing on the type of work he/she can or cannot do. This list will also come in handy when preparing for a job interview. The student will also need a social security card. The information gathered here is based in part on information supplied by the Social Security Administration in Warren, Ohio. Complete social security information can be found in the unit, Community Resources.

When applying for a social security card:

1. Visit your social security office and ask for an application for a social security number.
2. Bring with you proof of age, identity and citizenship, or alien status - any combination of the following documents that include age, identity or citizenship:
   a. School record
   b. Insurance policy
   c. Marriage record which shows age and date
   d. Draft card
   e. U. S. passport
   f. Driver's license
   g. Voter's registration
   h. Credit card with signature
   i. Library card with signature
   j. Naturalization certificate
   k. Certificate of citizenship

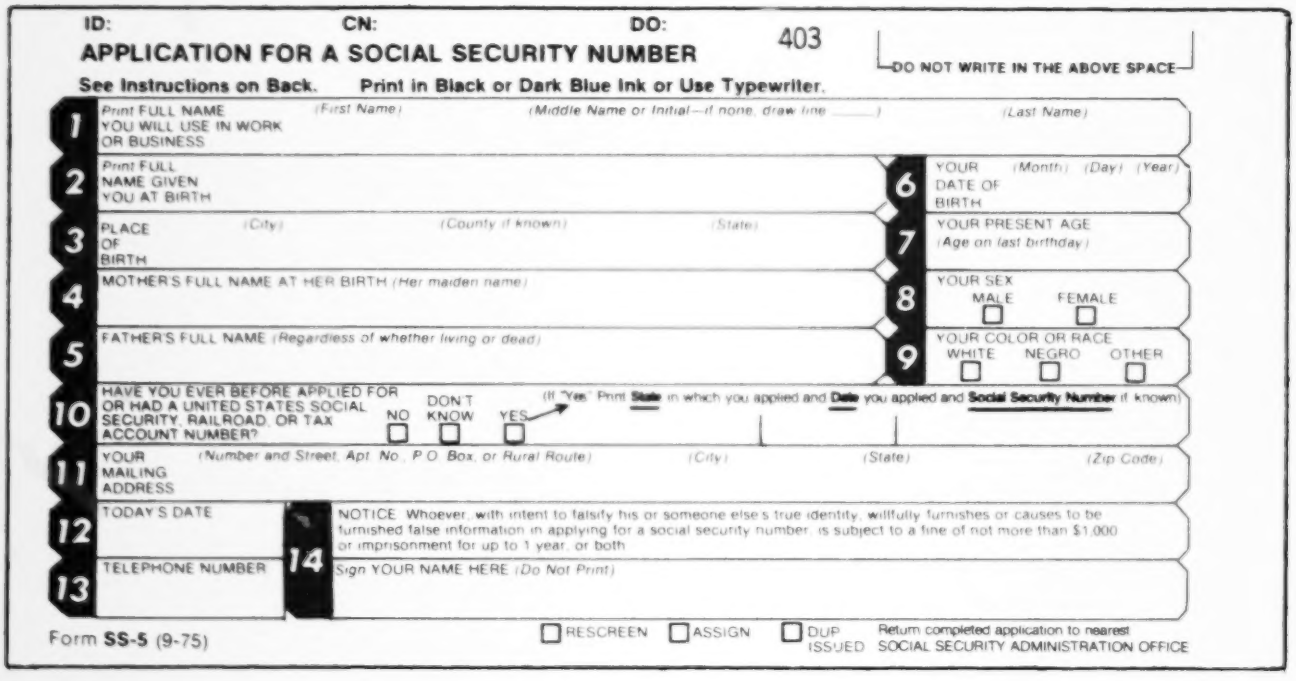
3. Apply about four weeks in advance of when you need it.
4. Do not submit photocopies of any of the documents.

If you are an alien living or visiting the United States, and you want to apply for a social security number, you should take with you the following:

1. Alien registration card I-151
2. U. S. Immigration Form I-94, AR 3a, I-186, I-185, SW-434, I-95a, or I-184

Vietnamese refugees were issued cards at the camp from which their papers were processed.

SOCIAL SECURITY FORM:



ID: CN: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER 403

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ____) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes," Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both

Sign YOUR NAME HERE (Do Not Print)

Form SS-5 (9-75) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

According to the Social Security Administration, people seem to run into trouble with certain questions on the form. Listed below are the questions to be careful with:

1. No. 4, know your mother's maiden name.
2. No. 5, know your father's full name including his middle initial.
3. No. 7, read the question carefully. They want the age on your last birthday - not how old you will be if your birthday is coming soon.
4. No. 9, some people simply refuse to answer this question. It is the only one they do not insist on having an answer for. The information is used strictly for statistical purposes. Every other question must be answered.
5. Answers should be printed, not written, with the exception of No. 14, which is the signature.
6. If you have a question, ask the person behind the desk to explain it to you. It is better to make sure than to leave one blank or answered incorrectly.

Step 3 - INITIAL SEARCH:

The most logical place for the ABE student to begin his/her search for a job is among relatives, friends or former employers. The student should make a list and then contact these people to let them know of his/her need for a job.

Such a list might include:

Relatives	Former employers
Friends	Former teachers
Neighbors	Priest, minister or rabbi
Fellow club members	Professional people you come in contact with (insurance agent, etc.)

The more people that become aware of the student's problem, the more likely he/she is to get a response.

Step 4 - PUBLIC EMPLOYMENT CONTACTS:

Suggest that the student contact the following: public employment agencies; such as, the Ohio Bureau of Employment Services, non-profit agencies, trade unions, local chamber of commerce, personnel departments of local businesses, etc., and community organizations; such as, YMCA, Urban League, NAACP, CETA, Manpower, Inc., and U. S. Civil Service Commission.

Step 5 - USE OF THE NEWSPAPER:

The teacher can also suggest using the local newspaper as a source of employment. The classified ad section can be studied in the ABE class with prospective job hunters, and at the same time can be used to increase vocabulary skills. Some students may wish to place an ad in the newspaper advertising their skills. Note: the public library usually displays the daily newspaper.

PREPARING YOURSELF AND LOOKING FOR JOBS

Step 6 - ADDITIONAL SOURCES OF INFORMATION:

Other means of job information are:

Television and radio announcements
Bulletin boards:

Supermarkets	Union halls
Drug stores	Universities

Post office and other government buildings
Federal job opportunities information toll free phone number - 800-362-2910
Advertisements in store windows

If the student has a definite job in mind, he/she may wish to scan the yellow pages of the phone book, or industrial directories which are usually available at many public libraries. With the help of the ABE teacher, some students may want to work up their own direct mail campaign.

Step 7 - PRIVATE EMPLOYMENT AGENCIES:

If the previous suggestions do not prove fruitful, the student may consider the private employment agencies. Their business is getting jobs; however, the student must realize there is a fee for their services. Agency fees usually run from five to fifteen percent of the annual starting salary. In some states the fees are regulated by law. There are usually two ways of contacting a private employment agency:

1. The student can apply for a particular job that the agency has advertised.
2. The student can register with the agency and then wait to be called.

It is wise to have the contract fully explained to the student before he/she signs any agreement. It should also be noted that some agencies only cater to certain jobs; such as, clerical, professional, managerial, etc. Directories of agencies that concentrate on a specialized field may be obtained by writing National Employment Association, 2000 K Street, N.W., Washington, D.C., 20206.

Filling Out Applications and Other Forms

FILLING OUT APPLICATIONS AND OTHER FORMS

The adult student should be made aware that the application, or similar information-seeking form, is an easy way for an employer to learn important information about an individual. It is also the first impression an employer receives, and if it is favorable, it could lead to a job interview. Therefore, it is very important that the form be filled in neatly and correctly.

Most adults have had some previous experience in supplying information on forms; however, to insure it will be done correctly, the student should be directed through all the steps below.

Each step will first contain the basic point or direction, and secondly some helpful hints to the instructor. The steps themselves are based on the recommendations of employers contacted throughout the Warren, Ohio area.

Step 1 - READ EACH QUESTION CAREFULLY:

Ask yourself, "What information is wanted here?" Be sure to stress step 5 to the student who has trouble reading.

Step 2 - FOLLOW DIRECTIONS:

Employers check to see if this is done correctly. The student should be aware of such directions as putting last name first, writing or printing, filling in dates using numbers (month, day, year, etc.).

Step 3 - BE NEAT IN WRITING OR PRINTING:

Students can be given practice in printing such things as:

Names	Employers
Addresses	Schools attended
Towns	Dates
Relatives	Machines operated

The student should know both upper and lower case letters for printing.

Step 4 - COMPLETE ALL QUESTIONS ASKED:

If a question does not apply to you, print the letters N.A. (not applicable) or draw a line after the question.

Step 5 - DO NOT BE AFRAID TO ASK QUESTIONS:

It is better to ask questions and complete the form correctly, than to give wrong information or none at all.

Step 6 - GIVE CORRECT INFORMATION:

To be sure the student is accurate, he/she should carry a paper or card with the following personal information:

Address and telephone number
Social security number
Driver's license - chauffeur's license
Birthplace and date (copy of birth certificate)
Education - names of schools attended; where and when
Military service - service numbers and discharge date

FILLING OUT APPLICATIONS AND OTHER FORMS

Previous work experience - names and addresses of employers, dates, and description of skills and abilities (correct spelling of machines you can operate)
Job references - names and addresses of people who will give you a good reference; people that know you well
Character reference - names and addresses of friends; no relatives (always ask their permission first)
Health information - doctor's name and address, date of last check-up, list any serious illnesses, accidents or disabilities, and person to be notified in case of accident or illness, etc. (name and home address; work address)
Family information - wife's maiden name (wife's name before marriage), names of mother and father; children's names and ages
Activities or organizations you belong to; such as, Lions Club, Red Cross Volunteer, American Legion, Volunteer Firemen, etc.

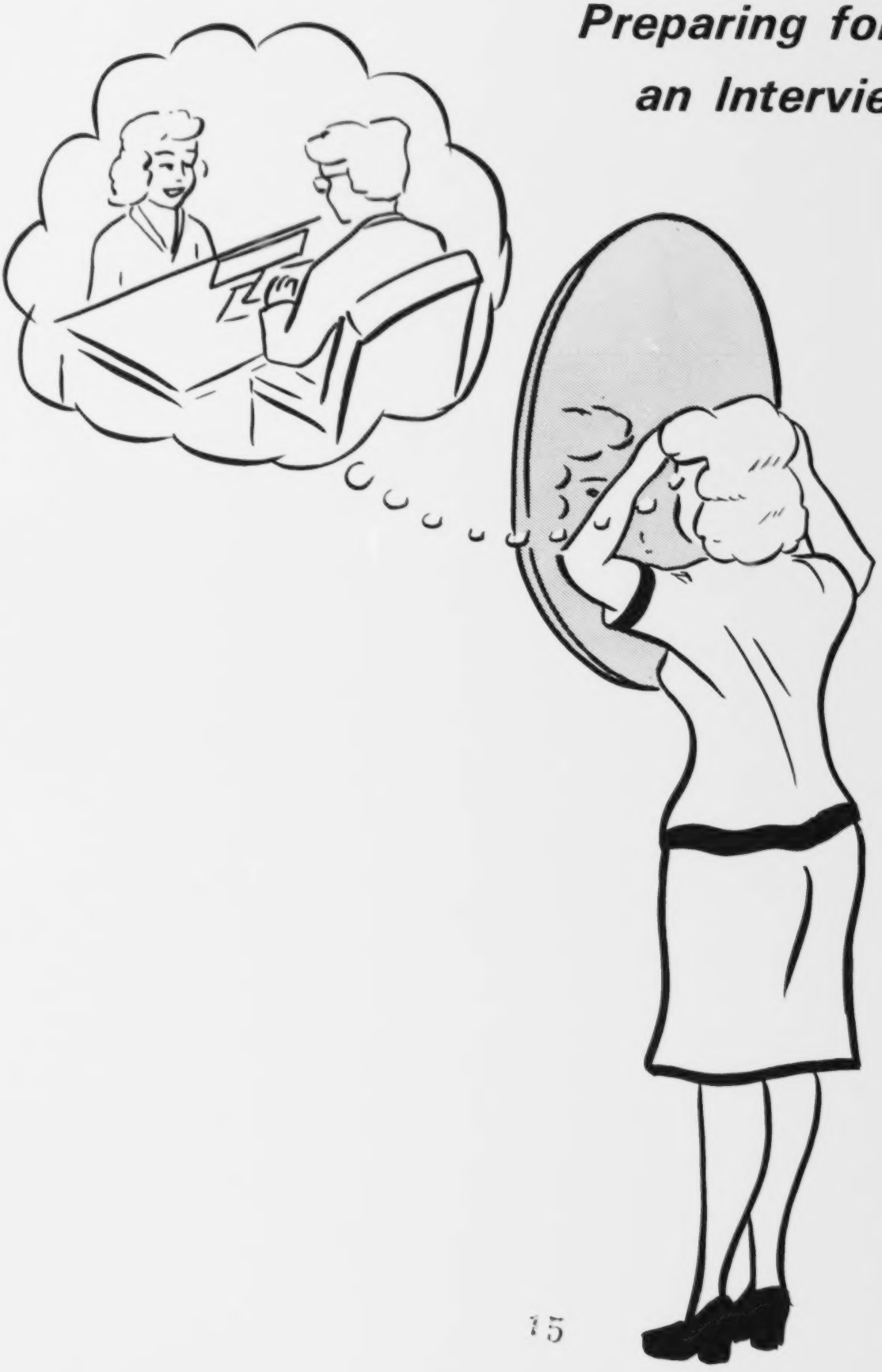
Step 7 - BE FAMILIAR WITH APPLICATION LANGUAGE AND ABBREVIATIONS:

Check ( )
Circle one
List in order
Underline
Fill in the blank _____
Soc. sec.
Sex: ____(M) Male; ____(F) Female
Permanent
Temporary
Selective service classification
Impairments; defects; limitations
Dependents
Data
Single; married; separated; divorced; widowed
Licenses or certifications (valid)
Vocational training
Previous
Residence
Union affiliation

The ABE teacher may wish to have some applications or other information seeking forms on hand so that actual usage of these words and terms can be seen and associated.

Possibly some of the other students could relate their experiences in filling out applications. Group discussions are usually informative, especially during a coffee break, etc.

Preparing for an Interview



PREPARING FOR AN INTERVIEW

The student must realize that the interview is probably the most determining factor as to whether or not the applicant gets the job. There is no substitute for the impression conveyed during the interview.

The interview is a time when the employer attempts to find out as much as possible about the applicant's skills, attitudes, experience and, in general, just what kind of person he/she is interviewing.

The interview also allows the person being interviewed an opportunity not only to give details concerning his/her previous experience, etc., but also a chance to ask some questions of the employer. Such questions might concern the type of work, what is expected from the applicant, what benefits accompany the job, is advancement possible, etc.

The following material will give the teacher of the adult student a compilation of steps he or she can use to help the student prepare for a job interview.

Step 1 - FOUNDATION:

Have the student establish a solid reason why he or she wants the particular job.

Probably the student's answer will be based on some kind of need. This gives the teacher a good opportunity then to stress how important it will be that students prepare themselves as best as they can before going into the interview.

Step 2 - "MIRROR TECHNIQUE":

Use the "mirror technique." Have the student take a good look at himself/herself and his/her past. This can be accomplished by having the student answer the following questions. (This should be written; however, it can be done verbally.)

My physical appearance?
What would I notice if I were the employer?
How could I improve my appearance?
How do I usually sit in a chair?
Do I chew gum, etc.?
Are my fingernails clean and trimmed?
Is my hair washed and combed?
Are my glasses clean?
Do I keep my clothes as neat as possible?
In general, how would I rate my personal hygiene and appearance?

Step 3 - SPEECH ETIQUETTE:

While talking with the student, make some mental notes on his/her speech etiquette.

Does the student use good English, especially in giving responses? (Yes and no; instead of yea, nope, etc.)
Does the student interrupt, or wait for the other person to finish?
Does the student keep his/her answers brief and to the point?
Does the student look at you when speaking?

The teacher may wish to point out that people's attitudes often are indicated when they speak. Teachers should stress the use of a dictionary and thesaurus for advanced students.

Step 4 - FORMER EMPLOYERS:

Have the student list his/her former employers beginning with the most recent, and working

backwards. Make sure they know:

The correct name and title of the employer
Name and address of the company
The title of the student's position along with a brief description of what the job entailed

All former employers should be listed, even if the applicant was previously "fired" from a job. Any falsification of information could lead to immediate discharge from a job.

Step 5 - STUDENT'S STRENGTHS:

Have the student list his/her "strengths," self-improvements, and personal facts that employers would be interested in. Such facts might include service organizations the applicant belongs to and offices held, kinds of books and magazines he/she likes to read, what the student does in his/her spare time, etc. The teacher can point out strengths that the student won't admit to.

Note: Although there are laws today that keep questions concerning personal life activities from the application, an employer may ask them during an interview and the applicant should be prepared. Sometimes an employer will just ask the general question, "What can you offer this company?"

Step 6 - GROUNDWORK:

If the student is applying for a particular position, he/she should find out as much as possible about that position before he/she goes into an interview; such as, dressing for the particular job, etc.

Step 7 - PERSONAL FACT SHEET:

The applicant should have with him/her a personal fact sheet with the following information:

Name (full)
Address (include zip code)
Telephone number (include area code)
Social security number
Former employers and supervisors (names and addresses)
Former job descriptions
Names of machines and special equipment he/she can operate
Educational information (include addresses of the schools attended)
Family and personal information
Names and addresses of references (business, character, and credit)

It may be necessary for certain jobs for the student to carry with him/her a driver's license, birth certificate, draft card, etc.

Step 8 - TIPS THE TEACHER SHOULD CONVEY TO THE APPLICANT:

1. Be neat and clean.
2. Be on time.
3. Know the interviewer's name and use it.
4. Be polite and friendly.
5. Talk clearly and look at the interviewer.
6. Do not smoke or chew gum.
7. Do not "put down" former employers.
8. Always tell the truth.
9. Go alone.
10. Thank the interviewer for his/her time when finished.

Some additional activities which could be used with ABE students in preparing for an interview:

1. Making use of resource persons; such as, a personnel director who does interviewing.
2. Role playing situations - simulated interviews.
3. Some audio-visual departments of school systems will loan out video tape machines which you could use in role-playing and critiquing.
4. Sharing of experiences with other students.

Employee Awareness

Holding Your Job

EMPLOYEE AWARENESS - HOLDING YOUR JOB

Once the adult student has successfully landed a job, he must turn his/her efforts to holding onto it. Important information and tips which the ABE teacher directs toward this student can be of great help to him/her. The following steps should be carefully discussed.

Step 1 - ATTITUDE:

Getting a job can be difficult; however, holding it can be equally difficult. The teacher must point out that the attitude of the employee toward himself/herself, the job, and fellow employees is very important.

The teacher can also point out that the right attitude can lead to job security, which will make working and living conditions better.

Step 2 - EMPLOYMENT TIPS:

The following employment tips are important. The ABE teacher should discuss them with the student, or have several students share them together.

Get to work on time (dependability is as important as skills).
Cooperate with other workers.
Work steadily without complaining.
Don't gossip.
Listen carefully and follow directions.
Don't be afraid to ask questions.
Be dependable and accurate.
Take care of your health.
Know company rules and regulations.
  What are promotional policies?
  Is there a reward system for improvement ideas, etc.?
Try to develop an interest in your work, or a good attitude about it.
Develop a good attendance record.
Always be honest.
Remember - most problems can be overcome through communication.
When you get discouraged, approach your job from a different perspective, develop some recreational activities, then remember your means for being able to do them.
Every now and then, think about "how it was" when you didn't have a job.

Step 3 - GENERAL INFORMATION:

Once the student has landed a job, he should quickly find out as much as possible about the following:

Pay - paycheck stub explanation
Credit unions
Lay-off - sub pay and unemployment
Unions - stewards, grievances, dues
Promotion procedures
Vacations
Sick leave

Step 4 - "DIGNITY OF WORK":

Every job is important to the total success of a business; therefore, the ABE teacher should stress "Pride or Dignity of Work" with the students.

EMPLOYEE AWARENESS - HOLDING YOUR JOB

No matter how menial a job may be, if done correctly, it adds to the total morale of all employees. A business or industry is like a chain - every link is important, and must be strong if success is to be achieved.

Remember, a job record is important to establish and one job can possibly lead to another.

With any of the above steps, the teacher may want to use role-playing situations or group discussions - possibly led by other adults who have had various work experiences.

GLOSSARY OF TERMS

ABBREVIATION - a shortened form of a word or phrase.

ADVANCEMENT - promotion, moving to a better position.

AGENCY - a business acting for others.

APPLICANT - a person who applies for a job.

APPLICATION FORM - company's form you fill out when applying for a job.

APPLY - to inquire about a job opening, this can be done in person or in writing.

APPOINTMENT - an agreement to meet at a certain time.

APPRENTICE - a person being trained for a job.

APTITUDE - natural or acquired talent or ability.

ASSISTANT - a person who helps another person on a job.

ATTITUDE - state of mind or feelings with regard to some matter or concern.

CITY OR STATE INCOME TAX - money taken out of each paycheck.

CIVIL SERVICE JOBS - jobs in different areas of public service for which a test is usually taken.

COMMISSION - money paid to a person for selling something; usually related to the amount sold.

CONTRACT - a legal agreement.

CREDIT UNION - a cooperative organization that makes loans to its members at low interest rates.

DATA - facts and information about something.

DEDUCTION - something to be taken away or subtracted, as applies to wages, etc.

DEPENDENT - a person who relies upon another for support; children are dependents of their parents, etc.

EMPLOY - to hire a person to work.

EMPLOYEE - a person hired to work for another person or company for wages.

EMPLOYER - a person who hires the services of others.

FEDERAL INCOME TAX (WITHOLDING TAX) - money paid to the federal government for taxes on your income; this is deducted from each check.

FEE PAID - the employer will pay the employment agency's fee.

FEE REFUNDED - the employer will reimburse the employee for the employment agency's fee.

FRINGE BENEFITS - the extra things a company does for an employee besides paying wages; such as, insurance, vacations, sick leave, and retirement plan.

GROSS PAY - total amount of money earned.

GROUP INSURANCE - insurance coverage for individuals belonging to a group; such as, employees.

HELPER - one who helps on a particular job.

HOURLY RATE - paid by the hour as compared to commission.

INITIATIVE - the ability to begin or follow through with a plan or task.

INTERVIEW - a meeting with an employer for the purpose of talking about a job.

JOB SECURITY - having assurance that your job will not be eliminated.

LABORER - persons who work with their hands.

MANAGER - a person who directs or handles the affairs of a business.

GLOSSARY OF TERMS

MANUAL DEXTERITY- the ability to work with one's hands skillfully.

MARITAL STATUS - pertaining to marriage; single, married, divorced, or widowed.

MINIMUM WAGE - the lowest wage, as set by law, that can be paid to an employee.

NET PAY - total amount of money earned; your gross pay minus the payroll deductions equals your net pay (take-home pay).

OCCUPATION - a business or vocation that serves as one's livelihood.

OPENINGS - job opportunities available for which you can apply.

OWN TRANSPORTATION - you must have your own car.

PENSION - sum of money paid regularly as a retirement benefit.

PERMANENT - a full-time job; opposite of a temporary job.

PERSONNEL MANAGER - the person in a company who is responsible for hiring people.

QUALIFICATIONS - any special training or ability that fits a person for a certain position.

RECEPTIONIST - a person who sits at a desk and greets people who enter an office.

REFERENCES - reliable people who will give a written statement about someone's character or ability.

RESUME - a summary of one's education, work experience, and personal references, usually submitted to an employer stating what you have to offer for a particular job.

SALARY OPEN - the salary will be discussed and agreed upon by the employee and the employer.

SALARY PLUS BONUS - in addition to a regular salary, an extra sum of money will be given, depending on how the person works.

SHIFT - afternoon, day, or night - to work at various hours of the day.

SICK LEAVE - an employee benefit; time off from work with pay for illness.

SOCIAL SECURITY TAX - money you pay to the federal government for retirement income which is deducted from each check. Money will be paid to the employee's family upon his/her death.

SOLICITOR - a person who sells something by telephone or goes from door to door (magazines, etc.).

SPLIT SHIFT - a work schedule consisting of different shifts a person will work during one week.

TEMPORARY - a job that is only for a certain period of time; opposite of permanent.

THESAURUS - book of synonyms and antonyms.

TRAINEE - a person being trained for a job.

UNEMPLOYMENT INSURANCE - money paid to the government in order to receive unemployment checks when you are laid-off from work.

UNION - a group of people who have joined together to obtain better working conditions and wages; mutual interest or benefit.

UNION CARD - a card that identifies a person as belonging to a particular labor or trade union.

UNION DUES - money you pay the union if you are a member; it is taken out of your check once a month.

WILL TRAIN - a company will train a person while he/she is working on the job.

WORKMAN'S COMPENSATION - a sum of money (compensation) given to an employee for injury or disease, occupationally related.

BIBLIOGRAPHY
OCCUPATIONAL KNOWLEDGE MATERIALS

Be Informed Series - Unit 7, Finding a Job
New Readers Press, Box 131, Syracuse, N.Y. 13210 - 1970

Careeer Guidance - Harry N. Drier, Norman C. Gysbers, Earl Moore
Charles A. Jones Publishing Co., Worthington, Ohio - 1973

The Civil Service Preparation Book
Youth Education Systems, Inc. - 1970

Cowles Guide to Careers and Professions - Max L. Marshall
Cowles Education Corp., Look Building, 488 Madison Avenue, New York, N.Y. 10022

Dictionary of Occupational Titles, Vols. I & II
U. S. Department of Labor, Washington, D.C. - 1965

Discovering Your Real Interests - Blanche B. Paulson
Science Research Associates, Inc., Chicago, Illinois - 1971

The Encyclopedia of Careers and Vocational Guidance
William E. Hopke, Doubleday - 1975

Finding Part-Time Jobs - S. Norman Feingold and Harold List
Science Research Associates, Inc., Chicago - 1971

Fundamental Forms Skill Text for Everyday Living
Special Services Supply, Box 705, Huntington, N.Y. - 1969

General Test Practice for 92 U. S. Jobs - David R. Turner
ARCO Publishing Co., New York, N.Y. - 1968

Getting a Job - Florence Randall
Fearon Publishers, Belmont, Calif. - 1968

Getting and Holding a Job - Bernard Schneider
Frank E. Richards, Publisher, Phoenix, N.Y. - 1966

Going Places With Your Personality - Charles H. Kahn
Fearon Publishers, Belmont, Calif. - 1971

Guide to Local Occupational Information - Bureau of Employment Security, U. S. Employment Service, U. S. Department of Labor, Washington, D.C.

Handbook of Job Facts - Carole J. Lang
Science Research Associates, Chicago, Ill. - 1972

Handbook on Preparing the Disadvantaged for Jobs - Dr. Trudy Banta
PREP - University of Tennessee, Knoxville, Tenn. - 1972

Helpful Hints for Getting Your First Job
New Jersey Bell Telephone Co., Newark, N.J. - 1972

Help Wanted: Female - The Young Woman's Guide to Job Hunting - Alice G. King, Charles Scribner's & Sons, N.Y. - 1968

How to Fill Out Application Forms - Ethan R. Ellis and Allen Cohen Hobbs, Dorman and Co., Inc., New York, N.Y. - 1966

How to Get a Job - Harold Russell
U. S. Government Printing Office, Washington, D.C.

How to Get a Job and Keep It - Dorothy Y. Goble - Steck-Vaughn, Austin, Tex. -1969

How to Get Along on the Job - Wm. Cooper and Vivian Ewing - Holt, Rhinehart and Winston, New York, N.Y. - 1966

How to Pass Employment Tests - Arthur Liebers - ARCO Publishing Co., New York, N.Y. - 1968

How You Can Get a Better Job - Guidance Talks on Human Relations - Willard K. Lasher, American Technical Society, 848 East 58th, Chicago, Ill. - 1967

I Want a Job - Margaret Hudson and Ann Weaver - Frank E. Richards, Publisher, Phoenix, N.Y. - 1964

BIBLIOGRAPHY

A Job for You - Phyllis Dubnick
Steck-Vaughn, Austin, Texas - 1967

Job Interview Workbook - Creative
Services, P.O. Box 5331, Baltimore, Md.

Job Training and Where to Get It - Robert
A. Liston - J. Messner, Publisher, New
York, N.Y. - 1967

The Kelly Girl Second Career Guide - Kelly
Services, Inc. - Little, Brown and Co.,
Boston, Mass. - 1973

Merchandising Your Job Talents - U. S.
Department of Labor, Manpower Admin.

The Newspaper as a Teaching Tool - Eileen
E. Sargent - Reading Laboratory, Inc.,
S. Norwalk, Conn. - 1975

Occupational Essentials Skills and Attitudes
for Employment - David Richter, Johnson
Press, Inc., Rockford, Ill. - 1971

Occupational Information - Robert Happock
McGraw-Hill, New York, N.Y. - 1967

Occupational Literature: An Annotated
Bibliography - Gertrude Forrester,
The H. W. Wilson Co., New York, N.Y.-
1971

Our World of Work - Seymour L. Wolfbein
and Harold Goldstein - Science Research
Associates, Inc., Chicago, Ill. 60611-1970

Pathways to Your Future - Kenneth R.
Adler - Belman Publishing Co.,
Cambridge, Mass. - 1964

Sources of Occupational Information -
Gerald L. Ognibene - Div. of Guidance
and Testing, State Department of Educa-
tion - Columbus, Ohio - 1970

They Work and Serve - William Knott
Steck-Vaughn, Austin, Texas - 1967

Tips for Job Hunters - M. J. Klein
Vocational Publications, P. O. Box 8282,
Spokane, Wash. - 1970

The Turner Career Guidance Series -
Richard H. Turner - Follett Educational
Corp., Chicago, Ill. - 1967

The Turner Livingston Reader - Richard H.
Turner - Follett Educational Corp.,
Chicago, Ill. - 1962

Up From Poverty: New Career Ladders for
Non-Professionals - Frank Reissman,
Harper Row & Sons, N.Y., N.Y. - 1968

We Want You - Mary G. Turner - Noble
and Noble, Publishers, Inc.,
New York, N.Y. - 1969

What Employers Want - James C. Worthy
Science Research Associates, Inc.,
Chicago, Ill. - 1971

Working With Others - Stephen S. Udvari
Steck-Vaughn Co., Austin, Texas - 1973

Your Job and Your Future - James Olson
McGraw Hill Book Co., Webster Division,
New York, N.Y. 10020

Your Personality and Your Job - Daniel
Sinick - Science Research Associates,
Chicago, Ill. - 1971

Occupational Knowledge

Scope and Sequence of Materials Typically Found in an A. B. E. Center

(1, 2, 3) indicates Reading Level

Occupational Knowledge	Going Places With Your Personality (1)	A Job For You (2)	Be Informed Series Unit 7 (2)	Getting A Job (2)	How To Get A Job (2)	Merchandising Your Job Talents (2)	Working With Others (2)	Cowles Guide To Careers and Professions (3)	Finding Part Time Jobs (3)	Handbook of Job Facts SRA (3)	How To Get a Job And Keep It (3)	Our World Of Work (3)	We Want You (3)	What Employers Want (3)	Your Personality And Your Job (3)
Applications		40-49 60-73	9-10 15	58-65 68-76		15-17	22-25 38-42		18-21		24-36		17 38-43		
Attitude, Personality, Getting Along With Others	1 13-52			88			43-56				54-57			16-20 31-32	6-11 25-33 41-47
Budget and Wages	9-11		25-26	84-87	21		63-70 72-75				49-53		47-48 61		
Job Interviews		50-59	17-24	57 66-67 77-79	14-18	21-24	28-29 31-35		21-22		37-46		33-38	23-26	
Job Market		1-8					16-18		23-27	6-125	19-20	21-28	23-29		
Looking At Yourself	2-12	29-30			4-9	3-5	56-57 60-62		1-5		5-7		5-6 49-58		1-5 12-24
On The Job Training		9-17 74-90		4			9-10							27-29	
Personal Information		91-113	11-14 34	41-46	19		26-28				10		30-32		
Resumes		24-28		68		6-14			15-17						
Social Security				43			8-9 71				7-9		18-22		
Types of Jobs			1-8	7-40	24-25			1-256	38-56	6-125		18-20 31-43			
Unions		36	3 27	5 85			76-79								
Vocational Tests		60-73	19			25-26	35-38				47-48		43-45	9-10 12-15	
Ways of Finding a Job		18-23 31-39	1-8 33-40	47-56	10-15	17-20	5-7 11-15 17-21		6-15 28-37		12-19 21		7-13	22-23	

RELATED SOURCES AND CONTACT PERSONS

ABLEST Books - Adult Basic Literacy Education Skills Test
Sherry Royce, ABE Director
Lebanon-Lancaster Intermediate Unit #13
1110 Enterprise Road
E. Petersburg, Pa. 17520

Adult Competency Instructional Guides
Dr. Harry E. Frank
203 Petrie Hall
School of Education, Auburn University
Auburn, Alabama 36830

AIM - Action for Independent Maturity
1909 K St., N.W., Washington, D.C. 20006

The APL External High School Diploma Program - Dr. Norvell Northcutt
APL Project, University of Texas
103 Extension Building, Austin, Tex. 78712

APPLE CORE - Occupationally Related Instructional Packets
Robert Arceneaux
Louisiana Department of Education
P. O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

Career Decision-Making Guide - Designed for Use by ABE Teachers
Dr. James Mason, Adult Learning Center
2627 Hall Ave. N.W., Huntsville, Alabama 35805

Explorations, Part I, Revised: Career Activities for Adult Education Classes
Dr. S. Norman Feingold
B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue N.W., Washington, D.C. 20036

External High School Diploma Program
Francis Macy, Syracuse Univ. Research Corp., 405 Oak Street,
Syracuse, New York 13200

Individualizing Activities for Teaching Coping Skills - John E. Searles and Terry W. Blue, Pennsylvania State Univ., State College, Pa. 16801

Life Skills Program
Dr. Winthrop Adkins
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

New York State Adult Functional Literacy Model - Lee Cohen
Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York,
1411 Broadway, New York, N.Y. 10018

Northwest Iowa Technical College Consumer Education Curriculum Project Based on APL
Kathy Brock, ABE Coordinator
Northwest Iowa Technical College
Highway 18 West, Sheldon, Iowa 51201

Oregon Programs - APL Related
Cliff Norris, State Director for Adult Education - 942 Lancaster Drive, N.E., Salem, Oregon 97310

Project ABLE - Adult Basic Literacy Education - Phil Jackson
Penna. APL Project for Vietnamese
Lebanon-Lancaster Intermediate Unit #13
1110 Enterprise Road
E. Petersburg, Pa. 17520

Project CAREER SUCCESS -
K. Duane Rankin, Director of VLTC
Diane Marinelli, Project Director
Venice-Lincoln Technical Center
S. Fourth St., Venice, Illinois 62090

Project CHOICE - John Garth, Director of Adult and Vocational Education -
Robert L. Stark, Director of Project CHOICE - Urbana Adult Education Office
1002 S. Race St., Urbana, Ill. 61801

Project ERA/COPE Learning Activity Packages
Dr. Mary Mulvey
Providence Adult Education
Providence School Department
396 Smith Street
Providence, Rhode Island 02908

Staff Development Project in Competency-Based ABE
Dr. John W. Tibbetts
Dr. Dorothy Westby-Gibson
School of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

PROJECT REAL - COMMUNITY ADVISORY COMMITTEE

William E. Brobst
Director, Warren City Schools
Assistance Programs

John Daniels
Director, Warren-Trumbull Community
Service Agency

Tim Daugherty
Director, Special Youth Program
Rebecca Williams Community House

James K. Dick
Supervisor, Packard Electric Hourly
Benefit Program

Mrs. Lurlene Everage
ABE Student and Nutrition Aide, Trumbull
County Extension Service

Joseph Fiorino
President, Trumbull County Federation of
Labor

C. Des Howe
Executive Vice President, Builders
Association of Eastern Ohio and Western
Pennsylvania

Scott C. Lehman
Coordinator, Warren City Schools
DPP, ABE, and WIN Programs

Robert W. McLean
Executive Director, Family Service
Association

Mrs. Jeanne M. Moore
Personnel Director,
Trumbull Memorial Hospital

James Morrow
ABE Student, Market Learning Center

Mrs. Margaret O'Neal
Home Economist, The Food, Nutrition,
and Dairy Council

Joseph Palmer
Manager, Ohio Bureau of Employment
Services

Kevin B. Patterson
Director, Trumbull County
Manpower Planning

Ms. Carolyn Phillips
Information and Referral Consultant,
SCOPE

Mrs. Karen Pleiss
Educational Committee, Trumbull
Federation of Labor

Louis Reed
Director of Community Services and
Housing, Warren Trumbull Urban League

Larry M. Rees
Director, Adult Services
Warren Public Library

Ms. Barbara Reese
Supervisor, Social Services, Trumbull
County Welfare Department

Rev. William Richardson
Pastor, Friendship Baptist Church

Fred W. Schwab
Vice President, Second National Bank
of Warren

Mrs. Shirley J. Sippola
Director, Warren Public Library

Miss Kathleen J. Unks
Young Adult Librarian, Warren Public
Library

James Verbridge
Assistant District Manager, Social
Security Administration

Student Activity Book

ADULT BASIC EDUCATION

WARREN CITY SCHOOLS

WARREN, OHIO

OCCUPATIONAL KNOWLEDGE

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Project REAL: Relevant Education for Adult Learners

Occupational Knowledge Student Activity Book

ADULT BASIC EDUCATION

Prepared by:

S. Keith Edgar
Teacher-Specialist
Demonstration Project

Participating staff:

Carole P. Bauer, Clerical Aide
Kathryn A. Bedich, Teacher
Nancy C. Hochadel, Teacher
Marilyn G. Maras, Teacher
Kathleen R. Sager, Educational Aide

Office of Assistance Programs . Warren City Schools . Warren, Ohio

Dr. Abe L. Hammons
Superintendent, Warren City Schools

Dr. Lorenzo S. Grant
Director, Assistance Programs

Scott C. Lehman
Coordinator, Adult Basic Education

INTRODUCTION AND SUGGESTED USE

Project REAL - Relevant Education for Adult Learners - is the outgrowth of a concern expressed by the Adult Basic Education staff of Warren, Ohio, relating to the need for competency-based materials to assist adults in developing skills for everyday living.

Through a grant by the State of Ohio from the Adult Education Act, Section 309c, a demonstration project was funded for the purpose of developing instructional materials to help disadvantaged adults function independently and cope with the needs of our society.

One major objective was to ascertain the priorities for development through a needs assessment of our local community. A local advisory committee was organized, composed of members of industry, community agencies and ABE staff and students.

Based upon the input of this committee, a project team composed of teachers and aides developed teacher guidebooks and student activity books in the five Adult Performance Level (APL) areas.

This student activity book will provide exercises to develop adult competency education in the area of occupational knowledge. The life-like situations and activities are geared toward adults with minimal reading skills.

Further exercises may be found within the content of books listed on the scope and sequence materials grid at the back of each of the corresponding Project REAL Teacher guidebooks.

Suggested usage of new vocabulary includes:

(1) the use of a dictionary or the glossary of terms found at the back of this activity book.

(2) the writing of sentences or short personal experiences on the part of students.

(3) oral expression of the newly acquainted words and terms.

We urge the "drawing out" of students' expressions and feelings through informal small group discussions, debates or other sharing methods, focusing in on coping skill situations. We also encourage local ABE staff members to integrate materials and ideas contained within this activity book with community activities, resource people and real life demonstrations that will allow adults to function effectively.

OCCUPATIONAL KNOWLEDGE STUDENT WORKBOOK

PREPARING YOURSELF AND LOOKING FOR JOBS 1

WRITING A RESUME 5

FILLING OUT APPLICATIONS AND OTHER FORMS 11

PREPARING FOR AN INTERVIEW 15

EMPLOYEE AWARENESS, HOLDING YOUR JOB 19

APPENDICES

Glossary of Terms 23

Answer Key 25

PREPARING YOURSELF AND LOOKING FOR JOBS

VOCABULARY

advice

agency

application

confidence

citizenship

employer

fee

hobby

identity

inventory

qualities

social security

Robert is attending night school. He is preparing to take the G.E.D. test. Robert knows he needs a high school diploma to get a better job.

Mrs. Stone, his teacher, has been giving him some advice about looking for a job. First, she told Robert to decide what kind of job he wanted. Next, Robert and Mrs. Stone sat down and made a work inventory. They listed Robert's previous jobs. They also wrote down his hobbies and listed the schools he attended. Robert can use his work inventory to help him prepare for a job interview. It will also be helpful when filling out a job application.

After writing his work inventory, Robert went to apply for a social security card. Mrs. Stone told him to take something to prove his age, identity and citizenship. This could be a birth certificate, school records, draft card, driver's license or library card.

Mrs. Stone and Robert made a list of people and places where he could begin looking for a job. Some of these were: relatives, friends, former employers, newspapers, Ohio Bureau of Employment Services and private employment agencies. Robert knew he would have to pay a fee if he found a job through a private employment agency.

Now Robert is ready to look for a job. Mrs. Stone has been pointing out Robert's good qualities. She wants to build his confidence. Jobs are hard to find so Mrs. Stone warned Robert not to be discouraged if he doesn't find a job right away.

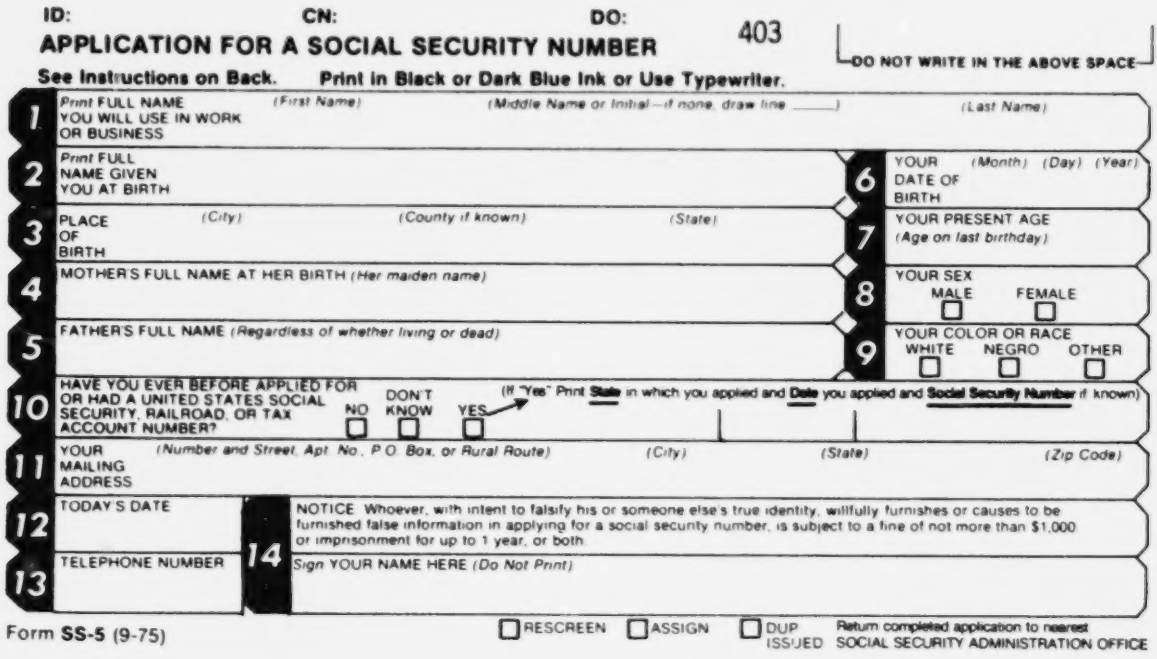
I. Fill in the blanks with words from the story.

1. By telling Robert his good qualities, Mrs. Stone was building Robert's _____.
2. Mrs. Stone helped Robert write a work _____.
3. Robert has to apply for a _____ _____ card before he can get a job.
4. When looking for a job, Robert could use _____, _____ or _____.

Occupational Knowledge
Teacher Guidebook pp. 1-4

LOOKING FOR A JOB

II. Here is an application for a Social Security number. Read the directions carefully and fill out the form. Do you know questions number 4 and 5? Read number 7 carefully. You must answer every question but number 9. Ask the teacher, if you need help.



ID: CN: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER 403

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ____) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both. Sign YOUR NAME HERE (Do Not Print)

Form SS-5 (9-75) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

III. Make a work inventory for yourself.

1. Previous jobs Names and addresses of employers

Dates of Employment Special machines or duties

2. Hobbies

3. Schools I attended

Elementary_____

Junior High_____

Senior High_____

College_____

4. Health Good ____ Fair ____ Poor ____

Height_____

Weight_____

IV. Put the sentences in the right order.

____ 1. Robert went to apply for a social security card.

____ 2. Robert made a list of people and places to help him find a job.

____ 3. Robert decided what kind of job he wanted.

____ 4. Robert began looking for a job.

____ 5. Robert made a work inventory.

V. Find these words

fee	advice	hobby	employer
agency	inventory	job	application
identity	work	list	social security
friends	qualities	age	

A N L A R O P H A D V I C E
S O C I A L S E C U R I T Y
Q I S P L O S C T E F Y K E
U T A O A I N V E N T O R Y
A A G S T O S S E I T O O Y
L C E T S I L O T F F E W N
I I N S O S D N E I R F T E
T L C A T S E E E A G E J R
I P Y Y R D T P A S R O R G
E P M P I V O O E Y B B O H
S A T E E M P L O Y E R E Y

WRITING A RESUME

VOCABULARY

categories

envious

experience

hobbies

position

qualified

receptionist

references

resume

secretary

specify

Kelly was spending the weekend with her best friend Jill Weller. They hadn't seen much of each other since Jill got a job in an office a few blocks away. They had a lot of catching up to do and stayed up most of the night talking.

Jill was full of enthusiasm about her new job, the office and the other people in the office. Although Kelly was happy for her friend, she also felt a little bit envious of Jill's new job.

Kelly, too, had been job-hunting for the last few months. She had a job at General Hospital as a receptionist in the clinic but was looking for a job with more responsibility and better pay. Jill used to work in the insurance department at General Hospital. She and Kelly had graduated from high school and had even attended business college at the same time. They took courses in typing, shorthand, bookkeeping and various kinds of office machines.

Kelly felt that she had the qualifications for a secretarial position but didn't know the best way to go about getting another job. She asked Jill how she happened to hear of an opening at the insurance agency.

Jill told Kelly that the office supervisor asked her if she would be interested in the possibility of working as a private secretary for an insurance agency re-locating in the Melbourne area. The supervisor had been checking the application file when he came across Jill's application and attached resume. Very few people, he said, took the trouble to write a resume. In this case, Jill knew that it had made a difference.

During the course of the evening, Jill mentioned that a new administrator had come on staff recently and was going to begin accepting applications for office personnel in the near future. She suggested that Kelly write a resume and submit it with an application for office secretary.

Kelly had never considered writing a resume, but after

talking with Jill, she decided it might be a good idea. She asked her friend to help her draw up a rough draft from her knowledge and from Kelly's qualifications.

Together, they outlined the four main categories which included the position applied for, education, experience and references.

Jill also mentioned things such as making the resume as neat as possible, preferably typewritten, balanced on the page and, if possible, one page long.

Kelly learned that the first thing an employer wants to know is the specific job for which a person is applying. If the specific position is not known, then a general description such as "clerical" is satisfactory.

The next area was education. Jill reminded Kelly to list hobbies and interests in this area too. Especially if they are job related.

She also remembered to list any clubs she belonged to in high school that might apply.

The next category was experience. Since Kelly had some experience, having held two previous jobs, this was a most important area. She included her previous places of employment and the dates of each, starting with her present job and working back to her first job.

The last area is that of references. Kelly was reminded to ask permission before using a person's name as a reference. Kelly thought a long time before she decided on three people. She wanted to choose three that had some connection with the job for which she was applying.

She spent the rest of the day making corrections and typing the resume. She wanted to be ready to fill out an application as soon as they started being accepted.

Kelly could not be sure having a resume would get her the job, but she felt she was as well prepared as anyone could be.

ACTIVITIES

I. Use the following words in sentences.

education	reference
interests	receptionist
application	draft

II. Write T for true and F for false.

____ 1. Resume is another word for personal data sheet.

____ 2. References are not important.

____ 3. Never list hobbies on a resume.

____ 4. Having a resume helped Jill get a new job.

____ 5. Always ask permission before using a person's name for a reference.

III. Complete the following sentences with these words.

best friend	insurance
four	references
resume	clinic

1. Kelly was spending the weekend with her _____ _____.
2. Jill's new job was with an _____ agency.
3. Kelly worked as a receptionist in the _____.
4. Jill and Kelly outlined the _____ main categories of a resume.
5. Another word for personal data sheet is _____.
6. She had three personal _____.

IV. Circle the word in each group that does not belong.

1. resume, data, list, application
2. caretaker, supervisor, leader, boss
3. university, school, building, college
4. friend, pal, foe, buddy
5. doctor, lawyer, physician, dentist

WRITING A RESUME

Kelly Simmons
412 Rutgers Drive
Melbourne, Ohio 44444
Telephone (111) 444-4544

1. PERSONAL

Date of birth: December 10, 1956
Marital Status: Single
Military, etc.: None
Height: 5'5"
Weight: 120 lbs.

POSITION APPLIED FOR: Secretary

2. EDUCATION

Graduate, 1976, Melbourne Business College
Graduate, 1974, Melbourne West High School

Extracurricular:

Secretary of senior class,
Melbourne West High School

President of Future Secretaries Club, 1973-74

3. EXPERIENCE

March 1976 to present - General Hospital, Melbourne clinic receptionist.

Winter of 1976 - First Methodist Church - office typist for winter months.

Summers of 1975, 1976 - Boyers Insurance Company, Melbourne - clerk for two summers.

4. INTERESTS AND ACTIVITIES

Volunteer work at local hospital, tennis and gardening.

5. REFERENCES

Gwen Poe, Director of Volunteers
General Hospital
1168 Fowler Street
Melbourne, Ohio 44444 (Telephone: 444-6161)

Mr. John Peters, Office Manager
Boyer Insurance Agency
4101 Culver Blvd.
Melbourne, Ohio 44444 (Telephone: 444-0297)

Rev. James Collins, Pastor
First Methodist Church
587 Atlantic Street
Melbourne, Ohio 44444 (Telephone: 454-8574)

Using this form, fill in the blanks with your personal data.

WRITING A RESUME

V. Word Search - find the following words and circle them. They can go up, down, sideways in either direction.

R C A T E G O R Y Y Z
I N S U R A N C E X E
B C U E H K J I E W D
C A P P L Y F H F V U
L D E G R U O F U C C
E O R E S U M E K L A
R F V K D B O J L I T
I F I T J V N M O N I
C I S M Q R D M S I O
A C O P B C A A T C N
L E R O N T Y P I N G

resume	category	typing	education
clerical	insurance	fee	clinic
supervisor	apply	Monday	office
	four	job	

FILLING OUT APPLICATIONS AND OTHER FORMS

VOCABULARY

applicable

application

appointment

character reference

confidence

discussed

importance

impression

interview

Occupational Knowledge
Teacher Guidebook pp. 7 - 8

Betty had an appointment to fill out an application at the hospital near her home. She had no previous work experience but felt she must try to find a job so that she could help out at home.

Recently, Betty's mother had a stroke. She had to spend several weeks at the hospital and then rest for the next few months at home. The bills were piling up, and Betty didn't want her mother to worry any more than she already was.

While her mother was in the hospital, a nurse had mentioned that there were a few jobs opening soon. Betty said she was interested, so the nurse told her to make an appointment to fill out an application.

Betty called the Personnel Office and made an appointment for the following Tuesday. She wanted to fill out her application correctly so she decided to talk to her teacher, Mrs. Wilson.

Betty knew and trusted Mrs. Wilson and felt that she could discuss the proper way to go about filling out the application.

Mrs. Wilson stressed how important it was to fill out the form neatly and correctly. She explained that an application is usually the first impression an employer has of the person applying for a job. The person who does a good job on the application may have a better chance of getting an interview.

They also discussed the importance of following directions and giving the information asked for.

On Tuesday, Betty drove to town to keep her appointment. She was given an application form and seated in a small room.

Betty took a few moments to look over the form before she started filling it out. She was glad she had spoken to her teacher. She now felt prepared and ready to begin.

The first statement on the form asked for Betty to give her full name. She followed directions by printing and beginning with her last name, first, her first name and then her middle initial.

The next question did not apply to Betty, so she printed N.A. (not applicable) on the line next to the question. Betty remembered Mrs. Wilson saying this was better than leaving a space blank.

Further down the page, Betty found a question she did not understand. She decided to ask the secretary to explain it rather than leave it blank or give incorrect information.

Betty was able to complete the rest of the form with no trouble. She had remembered to bring with her a list of the names and addresses of her character references, her social security number, the names and dates of schools she had attended. She also knew her health record and family information such as her father's middle initial and her mother's maiden name.

Betty was later called to go in for an interview. She knew that her talk with Mrs. Wilson had helped to prepare her for this moment. She now felt she had the confidence needed to do as good a job in the interview.

ACTIVITIES

I. Fill in the blanks with a word from the list:

neatly	confidence	correctly
directions	interview	character references

1. Betty wanted to fill out the application _____ and _____.
2. Betty was hoping to get an _____.
3. She read the questions and followed _____.
4. Filling out the application correctly gave Betty _____.
5. Betty took a list of helpful information which included three _____ _____.

II. Write T if the sentence is true, F if the sentence is false.

____ 1. Betty did not have an appointment to fill out an application.

____ 2. Mrs. Williams was the name of the teacher.

____ 3. Betty wanted to make a good impression.

____ 4. If a question does not apply to Betty, she leaves it blank.

____ 5. Mrs. Wilson gave Betty much helpful information.

____ 6. Betty felt good about filling out the application.

____ 7. Betty wanted a job to earn money for a car.

____ 8. She was later called for an interview.

III. Arrange the following words in alphabetical order:

printing	interview	correctly
blank	application	directly
information	statement	form

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

9. _____

IV. Choose the word in column B that goes with the word in column A.

A	B
____ blank	a. form
____ complete	b. instructions
____ directions	c. finish
____ application	d. empty

V. Underline the word that does not belong in each group:

1. complete finish end begin
2. application form requisition paper
3. empty full blank vacant
4. conference interview talk happen

VI. Match the following words with a word that means the same. Draw lines between column A and column B.

A	B
blank	application
form	recommendation
reference	empty
confidence	instructor
teacher	faith

FILLING OUT APPLICATIONS AND OTHER FORMS

VII. Underline the word that best completes the sentence.

1. Betty took a few (days minutes) to look over the form.
2. She also knew her (favorite health) record.
3. Betty's mother had a (stroke accident).
4. Betty had an appointment to fill out an (application record card).
5. Betty said she was (disinterested interested) in a job.

VIII. Circle the words below that you find in the puzzle.

application	correct	impress	pep
tears	mean	wills	interview
call	rod	nurses	lives
long	cases		

A I N T E R V I E W V K
P P O E G E O M E C R O
P E P A M P E P O B C E
L E T R V R T R O R O D
I R E S I E G E W C R V
C A L L O S B S I A R B
A D I R O T O S L S E L
T K V O P K M E L E C T
I R E B O L E F S S T R
O O S Q L O A G N O L G
N U R S E S N O T R O V

PREPARING FOR AN INTERVIEW

VOCABULARY

diploma

important

impress

information

interviewer

married

prepared

received

Carol quit high school. Now she is married and has two children. They are both in school, so Carol decided to go back to the classroom herself. She has just received her G.E.D. Diploma. Now she wants to find a good job.

Mrs. Stevens, the teacher, told Carol she would help her prepare for an interview. Being prepared is very important. Mrs. Stevens told Carol about the "Mirror Technique." This means taking a good look at oneself. Carol asked herself these questions. How do I look? How can I look better? How do I sit? Do I chew gum? Am I clean? Are my clothes and hair neat and clean? How do I rate myself?

Mrs. Stevens then helped Carol with her speech and use of English.

"Carol," she said, "It is important not to interrupt the interviewer, and try to keep your answers brief and to the point. Look at the person who is interviewing you."

Carol then made a list of her former employers. She began with the last job she held. She was careful about her spelling, wrote the name and address of the companies and told about jobs she had. She was careful to be truthful.

Occupational Knowledge
Teacher Guidebook pp. 11-13

Mrs. Stevens asked Carol to list all her good points, groups she belongs to and hobbies.

Carol also made out a fact sheet about herself to take on interviews. On it she put her full name, address and zip code, telephone number, former employers and supervisors (their names and addresses), other jobs she has had, names of machines she can operate, her schooling and family information. She also will take a birth certificate and driver's license.

Mrs. Stevens went over a few last tips with Carol. They were: be neat, be on time, know the interviewer's name and use it, be friendly, talk clearly, look at the interviewer. Do not chew gum or smoke, do not "put down" former employers, tell the truth, go alone and thank the interviewer for his time.

PREPARING FOR AN INTERVIEW

ACTIVITIES

I. List your good points and strengths.

1. _____
2. _____
3. _____
4. _____
5. _____

II. Using the story "Preparing for an Interview" fill in the blanks.

1. Carol wants to find a _____.
2. Mrs. Stevens told Carol about the _____
   _____.
3. Carol should keep her answers _____ and to the
   _____.
4. Mrs. Stevens helped Carol with her _____
   and use of _____.
5. Carol was careful and _____.
6. Carol made a _____
   about herself.
7. She should list names of _____
   she can operate.

PREPARING FOR AN INTERVIEW

III. Read the following sentences. Write T if the sentence is true and F if the sentence is false.

____ 1. Carol should take a good look at herself.

____ 2. She should talk a lot to impress the interviewer.

____ 3. It isn't necessary to list all former employers.

____ 4. Mrs. Stevens asked Carol to list her good points.

____ 5. It is important to be neat, on time, and talk clearly.

IV. Put these words in alphabetical order:

interview	children	very	prepare	job
teacher	clothes	machine	gum	speech
employer	mirror	English	company	spelling

1. _____ 8. _____
2. _____ 9. _____
3. _____ 10. _____
4. _____ 11. _____
5. _____ 12. _____
6. _____ 13. _____
7. _____ 14. _____
15. _____

V. Circle and answer

1. My physical appearance Good Fair Poor
2. How can I improve? _____
_____.
3. How do I sit in a chair? _____.
4. Do I chew gum? Yes No
5. Are my fingernails clean? Yes No
6. Is my hair washed and combed? Yes No
7. Do I keep my clothes neat? Yes No
8. Are my glasses clean? Yes No
9. How do I rate my appearance? _____
_____.

VI. Using information from the story, make out your own fact sheet, take on an interview.

Name_____ Birthdate_____

Address_____ Phone_____

_____ Zip Code_____

Social Security No._____

Dependents (names, ages) _____

_____

_____

Former Employers Addresses

_____ _____

_____ _____

_____ _____

Former Job Descriptions

_____ _____

_____ _____

Machines I can operate.

_____ _____

_____ _____

_____ _____

References

_____

_____

_____

Will I accept part time work?

What kinds of jobs will I accept?

EMPLOYEE AWARENESS -
HOLDING YOUR JOB

VOCABULARY

attendance

attitude

credit union

dependable

promotion

required

sick leave

vacation

It was Saturday morning and Sam Jones and his wife, Emma, were having their second cup of coffee.

"Boy, am I glad to get that job at the lamp plant," Sam said to Emma. "I don't know how much longer I could have stood not working."

Emma knew that Sam wasn't too happy about standing on his feet all day as his new job required but he had been promised a promotion after one year. Perhaps the promotion would be to an easier job.

"There is one guy at the plant I'm not too sure I like," Sam continued. "He's not very friendly and wants to argue all the time."

Emma was frightened. "You're not going to argue with him, are you, Sam?"

"No way!" Sam quickly replied. "I know how important it is to get along with the other workers. The best way to do that is to keep my mouth shut. If there's a real problem, I'll go talk to Mr. Jackson, my boss."

Emma asked, "How long do you have to work there before you get a vacation?"

"I'll get a week's vacation after I've worked there one year. The longer I stay at the lamp plant, the more weeks I'll get. Somebody told me that I get 15 days sick leave a year. That's with pay, too. While we're talking about pay, how much money do you think we can save and put in the credit union?" Sam asked.

Emma thought about all the bills they had to pay. "Let's try to save a little money now and we can save more later."

Sam reminded his wife that if they save money in the credit union they can borrow from it if they need to.

As they finished their coffee, Emma thought about an old alarm clock that was in the bathroom cupboard. Sam started on the dayturn shift on Monday. She thought it might be a good idea to have two alarm clocks set for Monday morning. Getting to work on time was very important and Emma didn't want anything to happen to make Sam late for work.

EMPLOYEE AWARENESS - HOLDING YOUR JOB

ACTIVITIES

I. Check the important things Sam should find out about his new job.

____ sick leave	____ gambling
____ credit unions	____ promotions
____ sleeping	____ pay
____ vacation	____ lay-offs

II. Mark T for true or F for false.

____ 1. Sam should be honest at his work.

____ 2. A worker could be late to work once a week and no one would care.

____ 3. A good worker follows directions.

____ 4. Every company has rules and regulations.

____ 5. It's okay to talk about others in the lunchroom.

III. Circle the words in each row that have the same or similar meaning. Use the dictionary.

1.	required	unnecessary	needed
2.	started	finished	completed
3.	important	serious	worthless
4.	work	vacation	time-off
5.	downgrading	promotion	advancement

IV. What is meant by:

1. promised a promotion _____

_____

2. dayturn shift _____

_____

3. be dependable _____

_____

4. a good attendance record _____

_____

5. a good attitude _____

_____

V. List some things that might cause a person to lose a job.

1. 4.

2. 5.

3. 6.

VI. What would you do to keep a job? _____

_____

_____

_____

_____

GLOSSARY OF TERMS

advice - opinion from someone as to what could or should be done about a problem.

agency - a business or service authorized to act for others; an employment agency.

applicable - something that can be applied.

application - the printed form on which a person applies for a job or service.

appointment - an arrangement to do something or meet someone at a particular time and place.

attendance - the act of attending; the number of persons present.

attitude - way of thinking, feeling, or acting.

categories - a logical division or system of classification.

character reference - a description of a person's qualities, traits, and abilities. Can be a written statement.

citizenship - possession of the rights and duties of a citizen.

confidence - trust and belief in oneself or in others.

credit union - a cooperative organization that makes loans to its members at low interest rates.

dependable - something or someone that is reliable or trustworthy.

diploma - a document to show that some honor or degree has been given, especially when a student has graduated from high school or college.

discussed - talked over thoughtfully; considered.

employer - a person who hires another.

experience - having lived through certain events or series of events.

fee - charge or payment of a service.

hobby - a favorite interest other than one's job.

identity - who a person is; what a thing is; sameness, likeness; individuality.

importance - being important; value; significance.

important - filled with meaning; serious; valuable.

impress - to influence or affect strongly; to stamp or mark.

impression - an effect on the mind or feeling.

information - knowledge, facts.

interview - a meeting with an employer for the purpose of talking about a job.

interviewer - a person, such as the employer, who conducts the interview.

inventory - a list of things, as goods in a store.

married - to be joined as husband and wife.

position - a post of employment; a job held by someone.

prepare - to make ready.

promotion - advancement to a better position or higher class or rank in school, business, etc.

qualified - having the right skills for a position or job.

qualities - that which makes a person or thing different from another.

receive - to get or gain (something given or sent, to receive a gift.)

receptionist - person who receives visitors at a business and directs them to their destination.

GLOSSARY OF TERMS

references - term applied to former people one has known or worked with who will give in writing testimony as to the person's character and ability.

require - to need or to demand.

resume - a brief outline of a person's past employment qualifications and skills.

secretary - person employed to handle correspondence, keep files and do clerical work for an individual or company.

sick leave - an employee benefit; time off from work with pay for illness.

social security - money you pay to the federal government for retirement income which is deducted from each check.

specify - to state explicitly.

vacation - an absence from work for rest and pleasure.

OCCUPATIONAL KNOWLEDGE

ANSWER KEY

PREPARING YOURSELF AND LOOKING FOR JOBS

I. 1. confidence
2. inventory
3. Social Security
4. birth certificate, draft card, drivers license

II. Answers will vary

III. Answers will vary

IV. 3 1.
4 2.
1 3.
5 4.
2 5.

V.

A	N	L	A	R	O	P	H	A	D	V	I	C	E
S	O	C	I	A	L	S	E	C	U	R	I	T	Y
Q	I	S	P	L	O	S	C	T	E	F	Y	K	E
U	T	A	O	A	I	N	V	E	N	T	O	R	Y
A	A	G	S	T	O	S	S	E	I	T	O	O	Y
L	C	E	T	S	I	L	O	T	F	F	E	W	N
I	I	N	S	O	S	D	N	E	I	R	F	T	E
T	L	C	A	T	S	E	E	E	A	G	E	J	R
I	P	Y	Y	R	D	T	P	A	S	R	O	R	G
E	P	M	P	I	V	O	O	E	Y	B	B	O	H
S	A	T	E	E	M	P	L	O	Y	E	R	E	Y

WRITING A RESUME

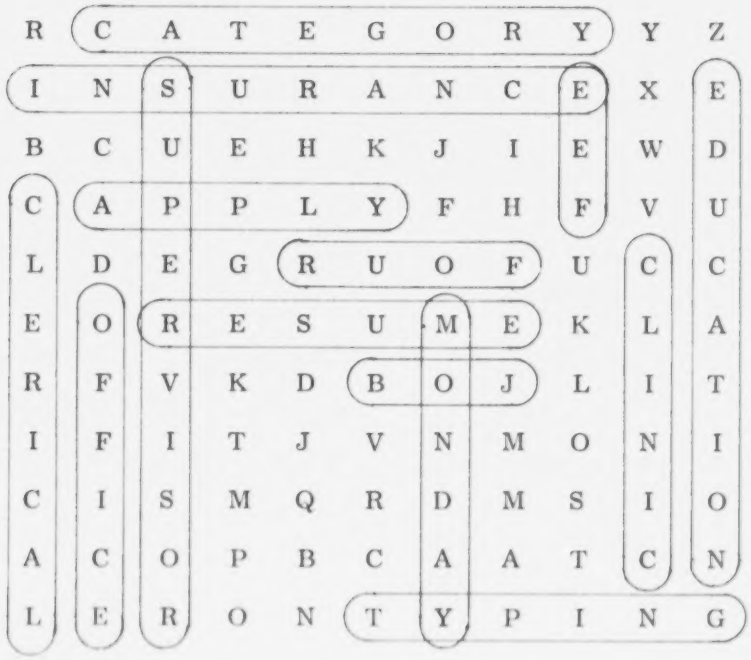
I. Answers will vary.

II. 1. T
2. F
3. F
4. T
5. T

III. 1. best friend
2. insurance
3. clinic
4. four
5. resume
6. references

IV. 1. application
2. caretaker
3. building
4. foe
5. lawyer

V.


R C A T E G O R Y Y Z
I N S U R A N C E X E
B C U E H K J I E W D
C A P P L Y F H F V U
L D E G R U O F U C C
E O R E S U M E K L A
R F V K D B O J L I T
I F I T J V N M O N I
C I S M Q R D M S I O
A C O P B C A A T C N
L E R O N T Y P I N G

FILLING OUT APPLICATIONS AND OTHER FORMS

I. 1. neatly and correctly
2. interview
3. directions
4. confidence
5. character references

II. 1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T

III. application
blank
correctly
directly
form
information
interview
printing
statement

IV. d blank
c complete
b directions
a applications

V. 1. begin
2. paper
3. full
4. happen

VI.

blank	application
form	recommendation
reference	empty
confidence	instructor
teacher	faith

VII. 1. minutes
2. health
3. stroke
4. application
5. interested

VIII.

A	I	N	T	E	R	V	I	E	W	V	K
P	P	O	E	G	E	O	M	E	C	R	O
P	E	P	A	M	P	E	P	O	B	C	E
L	E	T	R	V	R	T	R	O	R	O	D
I	R	E	S	I	E	G	E	W	C	R	V
C	A	L	L	O	S	B	S	I	A	R	B
A	D	I	R	O	T	O	S	L	S	E	L
T	K	V	O	P	K	M	E	L	E	C	T
I	R	E	B	O	L	E	F	S	S	T	R
O	O	S	Q	L	O	A	G	N	O	L	G
N	U	R	S	E	S	N	O	T	R	O	V

PREPARING FOR AN INTERVIEW

I. Answers will vary.

II. 1. good job
2. "mirror technique"
3. brief point
4. speech English
5. truthful
6. fact sheet
7. machines

III. 1. T
2. F
3. F
4. T
5. T

IV. 1. children
2. clothes
3. company
4. employer
5. English
6. gum
7. interview
8. job
9. machine
10. mirror
11. prepare
12. speech
13. spelling
14. teacher
15. vary

V. Answers will vary.

VI. Answers will vary.

EMPLOYEE AWARENESS -

HOLDING YOUR JOB

I. sick leave
credit unions
vacation
promotions
pay
lay-offs

II. 1. T
2. F
3. T
4. T
5. F

III.

1.	required	unnecessary	needed
2.	started	finished	completed
3.	important	serious	worthless
4.	work	vacation	time-off
5.	downgrading	promotion	advancement

IV. Answers will vary.

1. promised a promotion - a person is told that he/she would get a better job in the future.
2. dayturn shift - the 8 hours of work during the day.
3. be dependable - be trustworthy.
4. a good attendance record - work without missing often.
5. a good attitude - felling good about the job.

V. Answers will vary.